DOCUMENT RESUME

ED 226 914 RC 013 890

TITLE	Teacher's Handbook: Environmental Education Outdoor School Program [with Supplement].
INSTITUTION	Santa Barbara County Schools, Calif.
PUB DATE	22 Feb 80
NOTE	57p.; For related documents, see RC 013 891-895.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Check Lists; Clothing; Disabilities; Elementary Education; *Environmental Education; Equipment; First Aid; Mainstreaming; *Outdoor Activities; *Outdoor Education; *Planning; Plant Identification; Records (Forms); *Resident Camp Programs; Scheduling; Science Education; Teaching Guides
IDENTIFIERS	California (Santa Barbara County); *Environmental Education Outdoor School Program CA

ABSTRACT

The Santa Barbara County Environmental Education Outdoor School Program provides for conduct of programs and classes in outdoor science and conservation. The aim of the school is to increase the maturity and awareness of students to man's role in ecology and the world of nature around us. This handbook for teachers will assist in the preparation for a week at the Outdoor School. The handbook includes the following: daily/weekly schedule of activities; general program notes; an annotated environmental education schedule; forms (medication, class health summary sheet, cabin group assignments); serving individuals with exceptional needs; preparing the class for the Outdoor School (vocabulary and concepts, activities outside the classroom, potential resource people in the community, discipline policy, social preparation); role of cabin leaders; what to take; special activities; two teachers' weekly schedule and responsibilities charts; health policies; environmental master medications list; interim operational emergency procedures; disaster emergency procedures; and two maps of the Outdoor School. The supplement to the manual provides a check-list of principal's responsibilities, a sample environmental education program bulletin, a bird identification activity, and 34 examples of plant communities of Santa Barbara County. (AH)

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Dear Teachers:

We welcome you to the Environmental Education Program at the Outdoor School. Your cooperation and enthusiasm is vital in creating a total environmental experience for your students.

Our aim is to increase the maturity and awareness of students to man's role in ecology and the world of nature around us. This handbook is to assist you in your preparation for your week at the Outdoor School. We appreciate the time and effort spent in preparing your class, and look forward to working with you.

ENVIRONMENTAL EDUCATION

Environmental education is learning in, about, and for the outdoors. It is a program which takes the students from the classroom to the outdoors where they can study those things which naturally occur there. The outdoors offers unique learning opportunities not present in the indoor classroom. Elementary lessons of astronomy, biology, ecology, geology, and other sciences are elements of the Environmental Education Program.

Environmental education is as old as man himself. Our Environmental Education Program is based on the thought that students learn best what they actually experience. The natural aids provided out-of-doors help facilitate and strengthen concepts being developed through education with relation to natural sciences, social sciences, conservation, mathematics and the arts.

You are encouraged to contact the Outdoor School for any help we may provide, or with suggestions or problems that arise.

A Wednesday Naturalist program is available as a follow up activity.

ORGANIZATION OF THE SANTA BARBARA COUNTY ENVIRONMENTAL EDUCATION PROGRAM

Legal base:

The California Education Code (Sections 8760 - 8763 establishes legal provisions for conduct of programs and classes in outdoor science and conservation education.

School district participation:

School districts desiring to provide outdoor school experiences for their students request service from the Santa Barbara County Schools Office. The County Superintendent requests authority from the Santa Barbara County Board of Education to provide such service.

School districts have the responsibility for providing transportation and the attendance of a teacher for each participating class.

Administration:

With the approval of the Board, the County Superintendent assigns responsibility for developing and coordinating the Environmental Education Program to a member of his staff.

A resident staff, consisting of a principal-teacher, program assistant, naturalists and village supervisors, will be responsible for conducting the program.

Location:

The superintendent negotiates with owners of property and facilities that meet the needs of the Outdoor School during the weeks of the school year. The agreement covers use of facilities, equipment, and land.

The present site of the Outdoor School is the Cachuma Church Camp, located near Lake Cachuma, 40 miles from Santa Maria, 23 miles from Santa Barbara, on Highway 154. The facility is modern, with a well-equipped kitchen, dining hall, lodge and two separate village areas: one for the boys and one for the girls. The cabins have electricity and are heated.

THE PROGRAM

ENVIRONMENTAL EDUCATION SCHEDULE A

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00		WAKE UP BREAKFAST clean up	WAKE UP BREAKFAST clean up	WAKE UP BREAKFAST clean up	WAKE UP PACK and CLEAN UP Village Area
9:00		Cabin & Area CLEAN UP	Cabin & Area CLEAN UP	Cabin & Area CLEAN UP	BREAKFAST HIKE with NATURALIST
10:00	ARRIVAL and ALL SCHOOL ASSEMBLY	TRAIL HIKE 2 with	TOWN HALL MEETING planning time TRAIL HIKE	TRAIL HIKE 4 with	QUIZ BOWL
11:00	Village and Cabin Meeting	NATURALIST	3 with NATURALIST	NATURALIST	Picnic Lunch and litter hike
12:00	LUNCH and clean up	lunch on trail sign up special act.	LUNCH and clean up	lunch on trail sign up special act.	
1:00	Settle in and get acquainted	REST TIME and Cabin Activities	REST TIME Poster Making	REST TIME and Cabin Activities	DEPARTURE
2:00	TRAIL HIKE	SPECIAL ACTIVITY	TEACHERS MEET their CLASS	SPECIAL ACTIVITY	
3:00	1 with NATURALIST	ELECTIVE	MOCK OLYMPICS	ELECTIVE	
4:00	Snacks & Recreation	Snacks & Recreation	Snacks & Recreation	Snacks & Recreation	
5:00	SHOWERS	SHOWERS	SHOWERS	SHOWERS	
6:00	DINNER & clean up	DINNER & clean up	DINNER clean up	DINNER & clean up	
7:00	INDIAN PROGRAM (Chumash)	FOLK DANCE and Campfire	NIGHT HIKE and Campfire	TOWN HALL MEETING Campfire	
8:00	Prepare for Bed	Prepare for Bed	Prepare for Bed	Prepare for Bed	
9:00	LIGHTS OUT BED CHECK	LIGHTS OUT BED CHECK	LIGHTS OUT BED CHECK	LIGHTS OUT BED CHECK	

ENVIRONMENTAL EDUCATION SCHEDULE B *

TIME	DAY 1	DAY 2	DAY 3	DAY 4
8:00		WAKE UP BREAKFAST clean up	WAKE UP BREAKFAST clean up	WAKE UP PACK and CLEAN UP Village Area
9:00		Cabin & Area CLEAN UP	Cabin & Area CLEAN UP	BREAKFAST HIKE with NATURALIST
10:00	ARRIVAL and ALL SCHOOL ASSEMBLY	TRAIL HIKE 2 with	TOWN HALL MEETING planning time	QUIZ BOWL or other activity
11:00	Village and Cabin Meeting	NATURALIST lunch on trail special activity sign up	TRAIL HIKE 3 with NATURALIST	PICNIC LUNCH and litter hike
12:00	LUNCH clean up		LUNCH and clean up	DEPARTURE
1:00	Settle in and get acquainted	REST TIME and Cabin Activities	REST TIME and poster or speech making	
2:00	TRAIL HIKE	SPECIAL ACTIVITY	SPECIAL ACTIVITY ELECTIVE	
3:00	1 with NATURALIST	ELECTIVE		
4:00	Snacks & Recreation	Snacks & Recreation	Snacks & Recreation	
5:00	SHOWERS	SHOWERS	SHOWERS	
6:00	DINNER & clean up	DINNER & clean up	DINNER & clean up	
7:00	FOLK DANCE &	NIGHT HIKE &	TOWN HALL MEETING &	
8:00	Campfire	Campfire	Campfire	
9:00	Prepare for Bed LIGHTS OUT BED CHECK	Prepare for Bed LIGHTS OUT BED CHECK	Prepare for Bed LIGHTS OUT BED CHECK	

*See Page 12

GENERAL PROGRAM NOTES

1. RAINY DAYS - (A) Unless the Outdoor School contacts your school on the morning of your arrival we will operate rain or shine. The Environmental Education Program attempts to provide ponchos to students, but they should be encouraged to bring their own rain gear (including extra tennis shoes) especially in January, February, and March. (B) Modified program for rain involves more indoor programming than is normal. It is helpful if you can provide special activities that can go on indoors if required.

2. CANCELLED/SHORTENED WEEKS and MAKE-UP - Should it be impossible to continue a week because of rain (or any other factor) your class will be rescheduled if it must go home before Wednesday night. Should cancellation occur after Wednesday, no make-up will be attempted.

3. SWIMMING is generally available only in September - November and mid-April - June. Pool temperature controls the availability of swimming.

4. CAMPERS' ALMANAC - Copies can be made available during the week. Teachers who plan to use them during class meetings should bring pencils for their students - we will provide a copy for each student.

5. ATTENDANCE AWARDS - Each student who attends the Outdoor School for a full week will be entitled to receive an Attendance Award through his/her classroom teacher. These awards are not intended to be in any way competitive, but they are only intended for youngsters that complete the program. They may be picked up at the Outdoor School during your scheduled week.

6. CABIN LEADER AWARDS - A service award for Cabin Leaders is available to any Cabin Leader who merits one, as determined by attending classroom teachers. These awards will be made by teachers on the last day of the program, and may be given to all or only a part of the Cabin Leaders. They are not competitive. They represent a means of saying "Thank You" to Cabin Leaders who display positive leadership and responsible behavior in their dealings with your students.

7. OUR MAILING ADDRESS IS: Outdoor School
   Star Route
   Santa Barbara, CA 93105

   (We will distribute any mail that students receive from parents)

   Students sending mail from the Outdoor School must bring their own stamps.

   * NOTE: The Outdoor staff looks forward to letters from classes that have attended the program.

ANNOTATED ENVIRONMENTAL EDUCATION SCHEDULE

TRAIL HIKES

The academic core of the environmental education program consists of four topical units, each of which is developed on a hike. Distances covered vary from one to three miles and each hike deals with a different environmental perspective. An additional night hike is provided on Wednesday.

1. Birds 'n Beasts Hike. The birds and beasts hike focuses attention on natural community structure and function. It presents concepts such as the interaction of plants and animals, and animal-animal interactions. The interdependence of all parts of the community are stressed, and some adaptions of members of the community for their niche in that community are illustrated. The primary content of this hike is to examine the BIOTIC FACTORS that interact in a natural community.

2. Elfin Forest Hike. The elfin forest hike explores three distinct plant communities at our site: chaparral oak woodland, and ripparian or streamside communities. The focus of this hike is on the physical environment that plants are living within and the way in which this environment has fostered different species and selected for different plant adaptations. Thus, the primary focus of this hike is to evaluate the PHYSICAL FACTORS that control a natural community.

3. Off and Away Hike. The off and away hike provides a look at long-term "geologic time" changes that have occurred in natural communities in our area. Factors that have massively altered the landscape such as mountain building and post glacial run-off and erosion are brought into the limelight. The fossil remnants of earlier communities are sought after. The primary purpose of this hike is to examine the nature of the long-term changes that have occurred in the environment and identify factors that are presently making further gradual changes.

4. Chumash Hike. On the Chumash hike, short-term changes in the landscape that are affected by human habitation are explored. The land use philosophy and interaction of Chumash culture with natural resources is contrasted with the land-use philosophy and interaction with resources of western man. This hike explores human life-style and its impact on natural resources.

5. Night Hike. The night hike is an experience designed to acquaint students with the activities of nocturnal animals and also to allow for some star gazing. It further provides sensory experiences that are less available during the daytime, and tends to strengthen group interdependence.

HIKING GROUPS

Hiking groups are composed of at least two representatives of each cabin group. They remain the same throughout the week and each group is scheduled for all of the basic hikes. Each hiking group has four different naturalists during the week. The night hike is with the same naturalist as Trail Hike 3.

SPECIAL ACTIVITY ELECTIVES

Two periods of two hours each week are set aside for elective activities. These "special activities" are provided by both the environmental education staff and the participating classroom teachers. The activities are announced before lunch. Hikes leave on Tuesday and Thursday, and students sign up for them as they return from their hikes.

Special activities diversify the environmental education program and attempt to satisfy student interest and/or energy level. They may be related to some aspect of the science core of the program, to the arts, to campcraft or fishing and often include one longer, more taxing hike to a more distant area than is reached on other hikes.

Scheduling is flexible enough to allow for activities that may require more than two hours. Group size is also flexible but typically centers around a maximum of twelve students/group. Especially popular electives are usually offered on both Tuesday and Thursday. Others may be offered on one day or the other.

SWIMMING

During months of the year when the pool is open, swimming periods are between 4:00 and 5:00 on Tuesday and Thursday, and from 3:00 to 4:00 on Wednesday. On especially hot days, other periods may be arranged by adjusting the length of the other scheduled activities.

SPECIAL EVENTS

1. Town Hall Meeting. The town hall meeting is a student "production" that focuses attention on the controversial nature of land-use decision making. On Wednesday morning, just prior to trail hike 3, a naturalist meets with each cabin group and helps them to identify their role and stand on a land-use issue that has been briefly described to the whole school at breakfast. During cabin time, after lunch, the cabin group with their leader, develops plans for presenting their stand as the particular segment of society they represent (farmers, construction workers, environmentalists, etc.) and works on speeches and speakers. Finally, on Thursday night, the town hall meeting takes place with a naturalist as "Mayor" and the students in their respective roles. There is time for both an initial presentation and a rebuttal. Issues vary from week to week, but involve issues that are a plausable fantasy. Topics have included:

a. increasing the size of Cachuma Reservoir with a new, higher dam

b. constructing an amusement park in Tequepis Canyon

c. developing a Motocross Course for R.V.s at Cachuma Church Camp

d. control burning of Chaparral

e. reclassification of DDT to combat insects using the Chaparral as a reservoir for reproduction

2. Quiz Bowl. The quiz bowl is a summary and review activity that pulls together some of the key ideas presented on trail hikes. Students are asked to write questions on Thursday and then compete to answer them by cabin groups on Friday. Naturalists act as the panel of experts to determine if an answer is correct. The format used is similar to the "College Bowl" of TV fame.

3. Teachers' Meetings with their Classes. The teachers' meetings with their classes on Wednesday can be used in a variety of ways. Some teachers elect to do an activity with their classes, others use this time as a sort of "rap" or student feedback session. This is an important time because it allows the students a time to relate to the adult most familiar and most accepting of them at the Outdoor School. It can and should be a time when students focus

on some of the feelings that they have about the nature of the Outdoor School experience. Some of the activities that teachers have used are:

a. socio-drama of cabin life

b. listing ten things they enjoy and ten they don't, or open discussion by the class of the good and negative things they are feeling.

This allows the teacher to release a good deal of pent up emotions and can be helpful in identifying correctable problems in the program that week. Needless to say, if there are problems, we would like to know about them.

4. Mock Olympics. The mock olympics are an all-school competitive activity that occurs on Wednesday afternoon. During months when the pool is open, the activity will center around simple pool relays. In other months it may involve nature scavenger hunts or nature games. Competition is by cabin groups and the activity is under the guidance of the village supervisors and cabin leaders.

MODIFIED PROGRAM FOR FOUR-DAY WEEKS

1. During the Four-Day weeks, the Chumash Hike will be omitted, as such, and staff special activities will allow for coverage of different portions of the hike. Information about the Chumash will also be brought out, as appropriate, in the remaining hikes.

2. The special activity on Day 3 will be 1½ hours long instead of two hours long to accommodate Town Hall Meeting related activities, although the Day 2 special activity will be a normal length.

3. If the Four-Day Week has a Monday starting date, the Chumash Program will be substituted for folk dance on the evening of Day 1.

GETTING READY TO COME

PREPARATION FOR OUTDOOR SCHOOL ATTENDANCE

The following forms will be provided by the County Superintendent of Schools Office at least 2 weeks prior to your date for arrival at Outdoor School: Cabin assignment sheets, health forms, class health summary sheets, student handbooks, cabin leader's handbooks and cabin leader health forms, teacher check-off sheet. Delivery will be by audio-visual truck or pick-up at advisory board meetings or in the case of out-of-county schools by UPS. If the materials have not arrived by two weeks beforehand, please contact the County Office. (Curriculum Department: 964-4711)

Cabin Assignment Sheets

The cabin assignment sheets are based on a possible 4 cabins of boys and 4 cabins of girls (60 spaces each). Actually, one cabin area has 5 cabins, the other has 4. It may be necessary to have 5 cabins of either boys or girls if the overall ratio of boys/girls is not pretty close to 1:1, or if the total number of students in your week is over 120. If more than one class from a school is going to attend, the teachers should try to meet with one another and make up their cabin assignment sheets together. Ideally, a cabin should not have less than half (7-8) students from any one school. There are two schools of thought on grouping youngsters who may be harder to control than the average. One may either put all of these youngsters in one cabin and let the "chips fall where they may," or one may attempt to dilute the "hard to handle" children by putting them into a number of cabins with the potential for positive influence from their peers. Each approach has its advantages and pitfalls, but taking the first approach should be governed by knowing the Cabin Leader who is going to have to live with the children, and by your own willingness to keep track of the progress of an "all-maverick" cabin. If there are not enough Cabin Leaders to allow one per cabin, "honor cabins" will be needed and should be planned for with the students involved.

Health Forms:

Health forms are confidential pieces of information and in discussing this with parents please stress this point. They should be filled out completely and honestly by parents. The health and safety of the child is at stake. Many medications are routinely handled by the children at home and under normal routines of school and home the child will not forget to take them. Outdoor School is not a "normal routine"--and children do forget, therefore any routinely taken medication and/or vitamins should be labeled with the child's name and dose and turned over to the classroom teacher. If a child requires only periodic medication for respiratory problems or allergies, it is better to have the medicine available and not use it, than for parents

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ENVIRONMENTAL EDUCATION

MEDICATION FORM

If your child is to take medication while at the Environmental Education Camp:

I. Educ. Code 49423 requires:

1. Signed order from your physician, and parent consent. (Use forms below.)
2. Signed parent's permission for school camp personnel to assist in carrying out the physician's instructions.
3. Medication in a bottle from the pharmacy labeled with child's name, dosage, and generic name of the drug. (Ask the pharmacist for two bottles of medication: one for home and the other for school camp.)

II. Educ. Code 49480 gives the school nurse, with parent consent, permission to communicate with the physician and counsel with the school camp personnel regarding possible effects of the medication.

III. Please sign below. Your signature indicates your consent as required in the above Educ. Code Sections 49423 and 49480.

_____
Parent/Guardian Signature

PHYSICIAN'S FORM

Date_____ School_____

Address_____

To the attending Physician:

_____ has medication to be taken at the Environmental Education Camp. May we have information on what is being given, the dosage and the frequency?

MEDICATION_____ DOSAGE_____

FREQUENCY_____

_____
Physician

PARENT'S FORM

_____ has my permission to take the above medication to camp and for the certificated camp personnel to assist and/or allow him/her to take the above medication as indicated for_____
reason for medication

_____ _____
Date Parent (or Guardian) Signature

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ENVIRONMENTAL EDUCATION / HEALTH EMERGENCY INFORMATION

_____ _____ _____ _____
Child's Name Age School Teacher

_____ _____ _____
Parents' Name(s) Home Address Telephone

Father's Employer_____ Telephone_____

Mother's Employer_____ Telephone_____

Child's Physician_____ Telephone_____

Consent for Treatment

With the understanding that my child,_____, will at all times be under the supervision of a certificated teacher, I give my permission for him/her to attend the Santa Barbara County Schools Environmental Education Program and to participate in the activities involved. Further, I give my permission for the camp director to obtain qualified medical/surgical attention in case of accident/illness to my child with the understanding that I will be contacted as soon as possible if any medical/surgical attention is necessary.

_____
Signature of Parent or Guardian Date

Health Information

1. Is your child allergic to any food, medication, insects (bees), plants, or other materials? If so, state degree of severity and treatment required:_____

_____

2. Does your child have any physical limitations? If so, describe:_____

_____

3. Is your child taking any medicine with him/her to camp? No____ Yes____
If so, complete attached medication form.

4. List any other physical conditions or difficulties that your child has, and give specific instructions for care. (Include health conditions such as diabetes, epilepsy, kidney disease, any other continuing condition, enuresis, sleepwalking, carsickness, etc.)

_____

_____

_____

5. Approximate date of last tetanus booster_____.
It is advised that for camp the child's last tetanus booster be within the past 5 years, or the period of time advised by your physician.

Consent for Aspirin or Tylenol
(Optional)

I give my permission for the certificated camp personnel to give my child one of the following in case of illness. (The camp has a supply. Please mark which one you prefer. The dosages indicated are the usual dosage for ages 10 and older.)
Aspirin 5 or 10 grains_____ Tylenol (2 tsp.) 240 mg____

_____
Parent's Signature

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Office of the Superintendent

4400 Cathedral Oaks Rd. (P.O. Box 6307), Santa Barbara, Calif. 93111 / (805) 964-4711

ENVIRONMENTAL EDUCATION

List of Girls

Check problem areas.

District: _____

School: _____

Teacher: _____

For week of: _____

(list in alphabetical order by last name

	Health Problems (Confidential)	Food Allergies	Insect Allergies	Drug Allergies	Asthma: Non-Medicated / Medicated	Nervous Habit	Particular fears	Bedwetting	Sleep Walk	Cannot Swim
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

(Submit list to camp director on arrival at area.)

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Office of the Superintendent

4400 Cathedral Oaks Rd. (P.O. Box 6307), Santa Barbara, Calif. 93111 / (805) 964-4711

ENVIRONMENTAL EDUCATION PROGRAM

Cabin Group Assignments

BOYS

Instruction: Please divide the number of boys into four equal groups.

GROUP I

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GROUP III

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GROUP II

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

GROUP IV

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

to have to bring it to the Outdoor School during the week. If a child has significant food allergies or dietary restrictions, parents should plan to send a list of foods that may not be eaten. If substitute foods are not readily available, parents should send alternatives to the regular diet.

Class Health Summary Sheets:

The class health summary sheets are designed to be a cover sheet for health forms. A check in any category draws attention to the health form and notes on the sheet may jog your memory in Monday meetings with the Naturalists and Cabin Leaders and Village Supervisors. Please duplicate this completed form so that a copy can be kept in both the office and the lodge first aid area.

Information for parents:

To familiarize parents with the Outdoor School we suggest an evening program, with students attending, presenting the filmstrip and sound track, a slide a slide show, or the 3/4" video tape cassette "A Day at the Outdoor School." showing, an informal question and answer period should be held concerning activities of the week. The Outdoor School Principal-Teacher will provide a slide show and answer questions on request.

INDIVIDUALS WITH EXCEPTIONAL NEEDS, ENROLLED IN REGULAR CLASSES

1. The Director and staff of the Environmental Education Program are eager to assist, and willing to modify existing procedures, in order to facilitate the integration of Special Education students into the Outdoor School Program along with their class. Environmental Education cannot, of course, provide special services that would detract significantly from the program for regular students or that place a major additional burden on the staff.

2. The Director (Principal/Teacher) of the Environmental Education Program must be notified at least four weeks in advance that a "Special Education" (individual with exceptional needs) student will be part of the participating class -- SPECIFYING:

    2.1 The nature of the handicap(s) and special needs of the student. Any potential safety or liability problems must be explained and discussed with the director.

Individuals With Exceptional Needs, Enrolled In Regular Classes (continued)

2.2 Special provisions/services that will be provided by the school, district, family or other agency in order to integrate the students safely into the program (food and facility costs will be charged at "teacher rate" for any aide or helper needed to assist/care for the student).

2.3 Changes in program-procedures or facilities that will be necessary in order to accommodate the student's special needs.

3. If there are any doubts on the part of the student, family, school or district personnel or the program staff that the student can be integrated safely and satisfactorily into the program, a camp visitation to study potential onsite problems and discuss practical program accommodations will be arranged. Specialists from Educational Assessment Services and/or Special Education may be involved in this visitation/planning meeting.

4. Should the director feel that the student: (1) cannot be safely and satisfactorily integrated into the program, or (2) that proposed provisions for the student's special needs are not adequate, or (3) that promised special provisions are not being fulfilled, the student will not be accepted into the program. (If the student is already at camp, regular procedures for returning a student to home or school will be followed.)

The program director will provide the district with a written statement listing and explaining the reasons that the student cannot be accommodated in the program.

PREPARING YOUR CLASS FOR OUTDOOR SCHOOL

There are many ways to approach the question of how best to prepare a class for Outdoor School. The experience is a holistic one, encompassing all manner of skills and learning from science to ways to get along with cabin-mates, or how to survive "family style" dining.

For purposes of clarity the following guides will be divided into Science preparation and Social preparation sections. Both areas require some attention because the quality of the experience in either area strongly affects the learning experience in both.

One of the ways that the Outdoor School experience can be introduced to students is by means of the filmstrip presentation. This collection of photographs of students at the Outdoor School introduces many of the key ideas and interactions that are uniformly a part of the program.

A student handbook has been prepared that contains a review of all the week's activities and schedules. The handbook should be reviewed in class to familiarize students with the program.

Concepts and Vocabulary

The vocabulary/concepts list that follows is provided as a guide to the kind of ideas and terminology that students will be exposed to at the Outdoor School. It is helpful to the student if all of the words and ideas encountered there are not totally new. Although it is not practical for most teachers to cover all of the included terms and ideas in preliminary activities, some selected portion of the concept and vocabulary probably can be covered. If you develop units of study on these or other related topics, please send us a copy and we will include them as a "RESOURCE APPENDIX" in the next edition of the handbook.

CONCEPT: Community

Key vocabulary words: Habitat / Niche
Adaptation
Interaction
Succession
Cycles (oxygen-carbon dioxide; mineral; water)

CONCEPT: Ecological Pyramid

Key vocabulary words: Food Chain / Food Web
Producer / Consumer / Decomposer (Recycler)
Predator / Prey
Herbivor / Carnivor / Scavenger

CONCEPT: Partitioning of Resources

Key vocabulary words: Nocturnal / Diurnal
Territory
Seasonality
Canopy / Understory

CONCEPT: Plant Growth Forms (DRY SEASON)

Key vocabulary words: Evergreen / Deciduous
Shrub / Tree / Herb / Grass
Annual / Perennial

CONCEPT: Flowering Plants (MOSTLY IN SPRING)

Key vocabulary words: Petals
Stamen / Pollen
Carpel / Seed
Seed Distribution

CONCEPT: Rock Formation - Rock Types

Key vocabulary words: Deposition / Sedimentary
Volcani[illegible] / Igneous
Pressure, Compression / Metamorphic

CONCEPT: Geologic Time

Key vocabulary words: Geologic periods and life forms
Fossils / Fossil Formation
Erosion / Glaciation / Uplift

CONCEPT: Water Cycle

Key vocabulary words: Watershed / Water Harvest
Evaporation / Precipitation
Surface Water / Ground Water
Run-off / Erosion

Preparing Your Class For Outdoor School (continued)

Possible Activities Outside the Classroom

If it is possible for your class to take field trips or walking trips away from the school, there are a number of activities that will provide background experiences that are helpful at the Outdoor School.

Museum Visits Botanic Garden Visits Zoo Visits

Many communities have some or all of these facilities. Arrangements for a guide to the facility in advance of your visit may enrich the experience.

Potential Resource People In Your Community

Local Audubon Chapters often provide speakers for classes, and may have slides of local birds that may be expected to be around at the time of your trip to the Outdoor School.

In many communities there are people actively involved in "recovery activities" related to wildlife. If there is an animal shelter that takes care of wild animals in your area it may be possible for you to have someone from that facility in as a speaker.

DISCIPLINE POLICY

Basic Principles

In general, student behaviors that are appropriate at their regular school are acceptable and encouraged at the Outdoor School. In addition, due to the special nature of the Outdoor School experience (away-from-home, 24-hour group living; potential hazards unless safety rules are followed; a once-in-a-lifetime experience deserving of full student attention/participation, etc.) there is a special emphasis on:

(1) mutual caring for the needs and benefit of others

(2) self and group responsibility and discipline

(3) democratic processes for preventing and/or solving problems

Student Behaviors Specifically Prohibited at the Outdoor School

Category I: Behaviors Requiring Immediate Removal by the Sheriff

- bringing drugs or alcohol to the Outdoor School (other than medicinal drugs entrusted to the teacher for distribution as prescribed)
- violent behavior or serious threat of violence, directed at students, staff or teachers

Category II: Behaviors Leading to Probationary Status and Possible Removal from the Outdoor School

- willful destruction or damaging of Cachuma Church Camp or Outdoor School property, or of another student's property*
- theft of another person's, the school's or Church Camp property*
- actions which can cause injury or discomfort to self or others*
- refusal to follow directions of supervisory personnel (teachers, Outdoor School staff, Principal/Teacher)
- displays of affection which have sexual overtones
- failure to remain in full contact with their group during recreation, hikes, village activities, etc.
- raids or the planning or encouragement of raids
- being in the village area of opposite sex

Generally, students are removed from the Outdoor School only after violation of probationary status established in discussion between the child, the Principal/Teacher, the village supervisor and/or the classroom teacher. Severe incidents may require removal without prior probation.

Teachers sometimes arrive at the Outdoor School with "contracts" between themselves and certain students.

*Parents are held responsible for financial losses that occur and will be billed for damages.

NOTES: 1. Probationary status is intended to be used only once and last the duration of the student's stay; thus, two infractions will ordinarily cause immediate removal from the Outdoor School.

2. If a student must be removed for disciplinary reasons, normal procedures call for the student's isolation until the parents arrive to return the child to home or school.

Category III: Behaviors that Typically Result in Logical Consequences Penalties

Listed below are several examples of unacceptable behaviors that generally lead to penalties that, where possible, are directly related to correction of the situation. These are examples only; no attempt has been made to list all behaviors that are unacceptable and might lead to logical consequences penalties.

Sample misbehaviors with possible logical consequences:

- writing on (or disfiguring) walls, beds, etc.: restoring the property during free or recreation time

- derogatory name calling: providing group with examples of good things about the victim

- disruptive behavior in group activities: removal from the group/temporary isolation

- littering: litter pick-up during free and/or recreation time

- failure to appear, or stay, for dining hall set-up/clean-up: scraping dishes at all meals the following day.

NOTE: If misbehavior becomes chronic, it may become necessary to place the student on probation with the possibility of removal from the Outdoor School.

Social Preparation

The Outdoor School has many social settings and groupings. Each student belongs to a CABIN GROUP of 12-15 students. Usually, about half of these students will be from his or her home school or class and the other half will be from another school, and/or community. HIKING GROUPS are made up of two or three students from each cabin group. DINING HALL TABLES seat 10 students, usually five boys and five girls, and represent two or more cabins. Elective activities have a novel group of students based on mutual interest.

Because of the numerous groupings, many social interactions are required of every student. Preparation for these interactions can come in a variety of "packages." In some cases sociodrama is more appropriate than discussion. One novel approach to breaking the ice between students from different schools involves a "pen pal" type of exchange between classes that will be attending at the same time. The following list is not all inclusive, or exclusive, but may point out some general areas that could be covered in preliminary activities for the outdoor school.

1. Getting acquainted with new people--questions one might ask.
2. The responsibility of freedom; accepting responsibility for one's own conduct.
3. Understanding and respect for individual differences and limitations.
4. Do's and don'ts of family style dining.
5. Assuming responsibility for work duties; working cooperatively for the good of the cabin unit.
6. Understanding fears we all have: fear of the dark, new people, animals, new experiences; and being away from home perhaps for the first time.

CABIN LEADERS

Cabin Leaders are usually high school students who live in the cabin with the 6th grade students. The participating district is responsible for providing these people and usually is responsible for getting them to and from the Outdoor School. Cabin Leaders have special permission slips for attending and also have a handbook that should be used to help prepare them for their role at the Outdoor School.

The optimal ratio of Cabin Leaders to 6th graders is one Cabin Leader to fifteen or less students. Schools that are attending at the same time should coordinate their efforts in providing Cabin Leaders. One extra Cabin Leader per area may be an asset, but more than that becomes progressively less effective and desirable.

It is distinctly advantageous to the Cabin Leaders if they are invited to promotional activities that your school is having to inform parents and/or students about the Outdoor School. It is also helpful if the classroom teachers can meet with the Cabin Leaders and work through their handbook with them before they are scheduled to attend the Outdoor School. If possible or practical, the classroom teacher should have input into the process for selecting Cabin Leaders.

Please review the Cabin Leader's Handbook before attending so that you may supplement the information in it in a way that is appropriate for your class.

- Cabin Leader Staffing Alternatives

It may not be possible to provide an optimal number of Cabin Leaders (1 per cabin). There are a number of possible alternatives which have been explored, and as long as parents are informed of the situation that will be operating during your week, we can accommodate a variety of other approaches.

1. Minimum Village Coverage. It is possible to operate the Village with two Cabin Leaders if cabins are set up in such a way that they have the potential for peer governance. Sixth Graders are responsible people when it is needed for them to be, and we have found that they do well in a self-regulating mode. All cabins should be set up with a sixth grader Assistant Cabin Leader, and two cabins will share one Cabin Leader.

2. Junior High School Cabin Leaders. Responsible 8th or 9th grade students, who have attended the Outdoor School, make reasonable Cabin Leaders at a level of one per cabin. Their judgment is not as sophisticated as that of high school students, but they act almost as peer counselors and make up in willingness and enthusiasm for what they lack in maturity. In schools that have K-8 classes, the 8th graders are good role models; in the 7-8 or 7-9 Junior High School, the oldest class will be the best role model. We find that these youngsters are more humane than their high school counterparts.

3. Parents/Aides as Cabin Leaders. We have had relatively little experience with this option, but it appears to be viable as long as it isn't mixed with other age groups of Cabin Leaders in the same village. Two adults per area would be satisfactory.

IMPORTANT NOTE:

Any option that is taken should be universal for the program that week. It is more important to be able to establish a good working rapport in the village than to have an older person in each cabin, and that means choosing one and only one option per age group. Mixtures do not work.

We will call the school or district on Thursday or Friday before you attend to get your best estimate of cabin coverage and student numbers per village. If there are problems in locating Cabin Leaders, let us know as early as possible and we will attempt to assist you.

WHAT TO TAKE TO OUTDOOR SCHOOL

Personal items:

Rooms are provided at the lodge for visiting classroom teachers. You should bring all of your own bedding and necessary toilet articles.

Equipment:

1. Class sports equipment, clearly marked.
2. First aid box.
3. Reference materials.
4. Activity supplies. (If you plan a craft program during your choice activity, bring the necessary supplies.)
5. Recreational reading for infirmary cases.

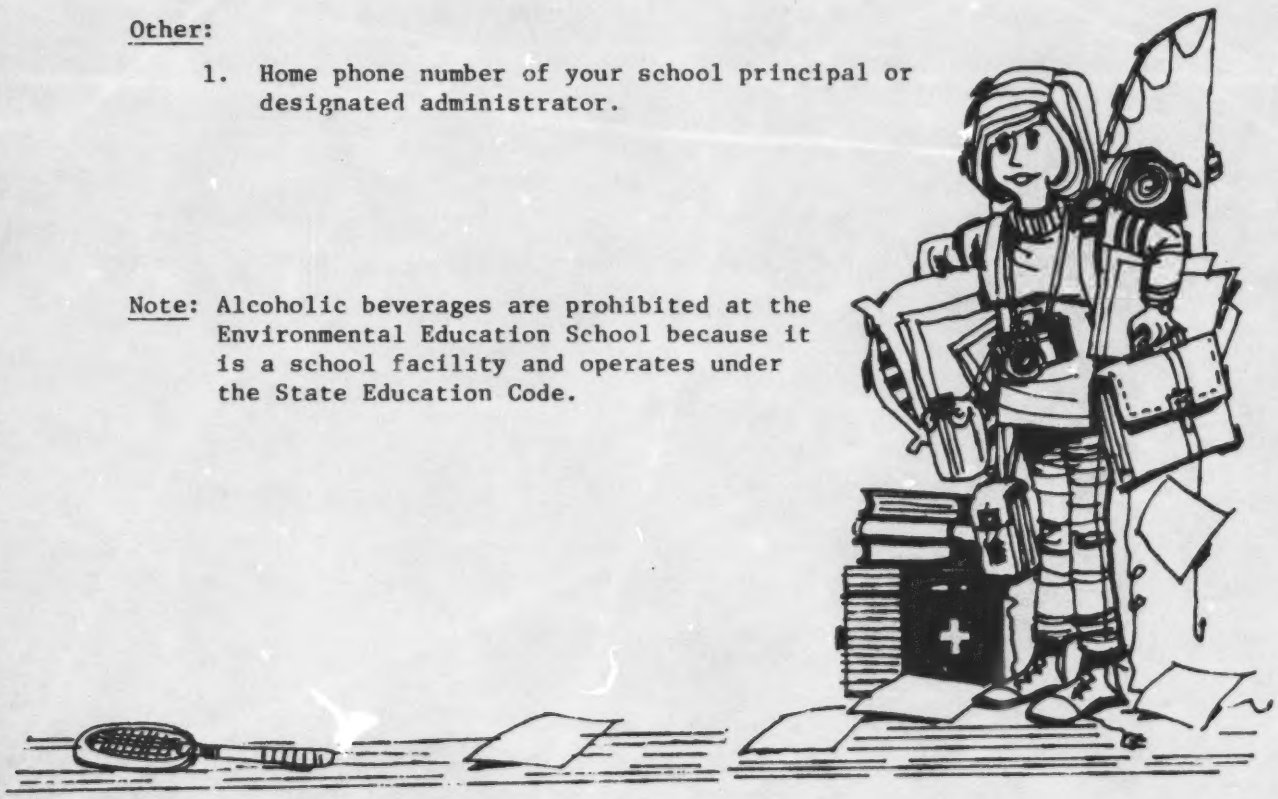
Forms:

1. Health forms.
2. Two copies of Health Form Summary (see page 17).
3. Cabin assignments.
4. Cabin Leader Health Forms.
5. Free/reduced lunch forms.

Other:

1. Home phone number of your school principal or designated administrator.

Note: Alcoholic beverages are prohibited at the Environmental Education School because it is a school facility and operates under the State Education Code.



ENVIRONMENTAL EDUCATION

SPECIAL ACTIVITIES

On Tuesday and Thursday afternoons, between 2:00 and 4:00 P.M., the Environmental Education Program becomes "elective," offering students a choice of activities. These "special activities" vary from week to week and are provided both by the Environmental Education staff and by classroom teachers. We adjust the size of the group to the requirements of the activity, attempting to limit most groups to about 12 or less students.

Through special activities it is possible for the program to provide a degree of flexibility by satisfying individual differences in students, and possibly provide a different perspective on the "uses" of natural areas. These activities provide an opportunity for students to have an experience in the arts; in developing outdoor living skills; in natural recreation like fishing or birding; or allow students with special interests in some phase of our regular program to pursue those interests.

We need to have teacher participation in providing these activities, both to increase their scope and to keep the number of students in each group small. We feel that it also is a benefit to teachers when they are actively involved in providing activities that are of special interest to them.

Some possible activities are:

bird houses/feeders	photography	woodwork
leather work	Indian yarn looming	rock polishing
sketching/poetry	loom beading	basket-weaving
movie-making	sandstone carving	mosaics
Ozlid prints	ceramics	Indian rock painting
nature mobiles	fishing at Cachuma Lake	rock sculptures
leaf prints	notebook collections of plants	natural dyes
insect cages	memory sticks (wood sanding and shellacking)	

Each teacher should have the materials necessary for the activity and be prepared to conduct a class for two hours.

NOTE: We recommend that teachers with art activities "team up" and exchange groups mid-way through the activity period.

AND NOW YOU ARE AT OUTDOOR SCHOOL

Welcome to the longest days of the school year. As the classroom teacher with your class at the Outdoor School, you have just become one of the most important people in the world. We hope that you will plan to spend all of your time, for 96 hours, with us, creating a "once in a lifetime" experience for your children. Although all of us on the Environmental Education Program staff will do our best, you, as the classroom teacher, are "home and family" to your students. We need you and want you to know it. For this 96 hours, you are a vital part of the total team effort to create an environment in which children can grow closer to the natural world and to themselves.

TEACHERS' WEEKLY SCHEDULE AND RESPONSIBILITIES

(Schedule A, Five-Day Week)

MONDAY		
11:00	Meeting with Naturalists to identify health problems or physical limitations that might affect a hike	All Teachers
	Complete class lists - master medications list - sign up for program duties.	
2:00	Meeting with Village Supervisors and Cabin Leaders to identify youngsters with special problems that might affect cabin living	All Teachers
4:00	Recreation supervision	One Teacher
4:00-6:00	First Aid/Telephone answering	One Teacher
9:30	Bed check *	One Teacher per school
TUESDAY		
7:00-7:30	Wake up villages (Girls 7:00 - Boys 7:30)	One Teacher
9:30	Optional trail hike with lunch on trail	
2:00	Special activity (See page 27)	All Teachers
4:00	Recreational supervision	One Teacher
4:00-5:30	First Aid/Telephone answering	One Teacher
7:30	Cabin Leaders/Teachers/Staff Meeting	All Teachers
9:30	Bed check *	One Teacher per school
WEDNESDAY		
7:00-7:30	Wake up villages (Girls 7:00 - Boys 7:30)	One Teacher
10:00-12:00	Optional trail hike	
2:00-3:00	Teachers' meeting with their class	All Teachers
4:00	Recreation supervision	
4:00-5:30	First Aid/Telephone answering	One Teacher
7:30	Optional night hikes	
9:30	Bed check *	One Teacher per school

* Please see note on page 32

(Schedule A, Five-Day Week, continued)

THURSDAY

7:00-7:30	Wake up villages (Girls 7:00 - Boys 7:30)	One Teacher
9:30	Optional trail hike with lunch on trail	
2:00	Special activity (See page 27)	All Teachers
4:00	Recreation supervision	One Teacher
4:00-6:00	First Aid/Telephone answering	One Teacher
9:00	Bed check *	One Teacher per school

FRIDAY

9:00	Breakfast
10:00	Summarize attendance and evaluation of week

ADDITIONAL NOTES:

1. On Monday all teachers are asked to head tables in order to set the tone of the dining hall. On Tuesday, we will begin setting a staff table, and if enough teachers and staff utilize the tables it will continue to be set for the remainder of the week. It is necessary, however, to have one adult at each table so please adjust as required.

2. There is substantially less risk of accident and/or lost students if each hiking group has two adults with it. Teachers are asked to function as the "rear guard" on hikes that do not have a cabin leader and a naturalist. You are welcome to go on any or all hikes. We feel that your evaluation of the program, content and method, benefits from as full a participation as you can reasonably accommodate.

* AT LEAST ONE VISITING TEACHER must be available for emergency action at all times that students are present at the Outdoor School, including nighttime hours.

TEACHERS' WEEKLY SCHEDULE AND RESPONSIBILITIES

(Schedule B, Four-Day Week)

DAY 1		
11:00	Meeting with naturalists to identify health problems or physical limitations that might affect a hike. Complete class lists - master medications list - sign up for program duties.	All Teachers
1:30	Meeting with village supervisors and cabin leaders to identify youngsters with special problems that might affect cabin living.	
4:00	Recreation supervision	One Teacher
4:00-6:00	First Aid/Telephone answering	One Teacher
9:30	Bed check *	One Teacher per school
DAY 2		
7:00-7:30	Wake up villages (Girls 7:00 - Boys 7:30)	One Teacher
9:30	Optional trail hike with lunch on trail	
2:00	Special activity (See page 27)	All Teachers
4:00	Recreational supervision	One Teacher
4:00-6:00	First Aid/Telephone answering	One Teacher
7:30	Optional night hikes	
9:30	Bed check *	One Teacher per school
DAY 3		
7:00-7:30	Wake up villages (Girls 7:00 - Boys 7:30)	One Teacher
10:00-12:00	Optional trail hike	
1:30	Special Activity	All Teachers
4:00	Recreation supervision	One Teacher
4:00-6:00	First Aid/Telephone answering	One Teacher
9:30	Bed check *	One Teacher per school

* AT LEAST ONE VISITING TEACHER must be available for emergency action at all times that students are present at the Outdoor School, including nighttime hours.

(Schedule B, Four-Day Week, continued)

DAY 4

9:00 Breakfast, summarize attendance and evaluation of week

ADDITIONAL NOTES:

1. On Monday all teachers are asked to head tables in order to set the tone of the dining hall. On Tuesday, we will begin setting a staff table, and if enough teachers and staff utilize the tables it will continue to be set for the remainder of the week. It is necessary, however, to have one adult at each table so please adjust as required.

2. There is a substantially less risk of accident and/or lost students if each hiking group has two adults with it. Teachers are asked to function as the "rear guard" on hikes that do not have a cabin leader and a naturalist. You are welcome to go on any or all hikes. We feel that your evaluation of the program, content and method, benefits from as full a participation as you can reasonably accommodate.

HEALTH POLICIES AND PROCEDURES 1979-1980

First Aid Areas:

There are two areas where first aid supplies are available:- 1. The camp office (DINING HALL AREA): 2. The infirmary (LODGE). Each of these areas will be supplied with a DAILY LOG which is to be filled out by the first aider or teacher who treats the child. The Principal-Teacher and teachers will review these sheets daily and follow-up as needed. Each week, daily log sheets will be collected and filed in the camp office.

Daily Log:

Any student given first aid or complaining of illness must be listed in the Daily Log at one of the first aid stations. The log entry will include the following information:

1. Name of the student and cabin assignment
2. Time of treatment or complaint
3. Description of the condition (cut finger, poison oak, etc.)
4. The treatment given

Consents and Health Information:

The student health information slips brought from home will be filed in the infirmary. Allergy information and special health information or medication requirements will be on file in both first aid stations. Medications brought from home will be kept and issued to children by teachers or Principal/Teacher in the camp office or infirmary. Cabin Leaders are responsible for getting children to the appropriate area at scheduled medication times.

Infirmary-Health Room:

A health room will be available at the lodge which will have a bed and appropriate sterile supplies. This room is intended for day use only.

Health Policies and Procedures (continued)

Infirmary-Health Room: (Continued)

Children will not be kept there overnight unless they become ill during the night or late evening and their parents cannot be contacted. There is an emergency phone at the infirmary.

Accident or Illness:

In the event of a minor accident or illness, first aid will be given on site and parents will be informed by the teacher. If a parent desires, he or she may transport the child to their family doctor and return the child to camp as soon as he or she is able to participate again.

In the case of accidents that require a physician's attention, the Medical Release Form will be used if parents cannot be contacted within reasonable time limits.

At any time that immediate medical attention is required, the parent will be called prior to leaving the site with the child. The Outdoor School will transport a child by a County Schools Office Vehicle with a driver and child attendant (the teacher, if possible). The closest fully staffed emergency room is at either Cottage Hospital or Goleta Valley Hospital. In the event of a major accident or illness, paramedics will be called immediately and then parents will be notified.

Children with Temperatures:

A child with a complaint and a temperature of over 100° will not be kept on the site overnight unless parents cannot be reached.

Accidents in General:

An accident which requires medical attention or first aid must be described in detail by the person who witnessed it. Included in this report will be:

1. name of the child
2. date and time
3. nature of the activity
4. description of the accident and where it took place
5. other witnesses

Health Policies and Procedures (continued)

Accidents in General: (Continued)

6. Treatment given on site

7. Further treatment

Aspirin or Tylenol:

The camp staff will not administer aspirin or tylenol except when they are prescribed by a physician; or in the event that the parent has given written consent on the release form.

Communication Chain:

Any member of the staff or adult on the site is responsible for getting a child with a complaint to a first aid station as soon as possible. If parent contact is necessary, the contact will be made by the classroom teacher, or if that person is not available, by the Principal-Teacher or head village supervisor. No child may be taken from the site without the express knowledge and consent of the credentialed person in charge. Teachers may be advised by their home schools to contact the local district or school nurse in the case of emergency treatment. If they have been so advised, the district will be contacted.

Acute Allergic Reactions:

Children with allergic reactions that are acute under stress will be identified for the naturalists and their medication will be taken along on hikes and administered by the naturalist if required. All naturalists will be given an in-service briefing on injections by the school nurse during a visit to the site.

Health Check-in:

Prior to boarding busses to come to camp, each local district is encouraged to have its school nurse check students with respect to

Health Policies and Procedures (continued)

Health Check-in (Continued)

temperature and sore throats. It is the belief of the camp staff that in-camp illness can be substantially reduced if children are healthy when they arrive, and this quick check by the school nurse may protect both the ill and the well children.

School Nurse Visit:

It is desirable to have a school nurse or nurses visit the camp once during the week that students are in camp. Some districts provide this service to children; all districts are encouraged to do so.

Common Complaints and Treatment:

Sore Throat	- Salt water gargle (1 tsp. salt/4 oz. warm water)
Stomach Ache	- Take temperature, rest 1 hr.+ (sleep if possible) explore the possibility of constipation - if that is a possibility, prune juice (6 oz.) should be given - retake temperature.
Headache	- Take temperature, rest 1 hr.+, ask about constipation (diet in general).
Insect Stings	- Bees/wasps, use ice or icepack to reduce swelling, check for stinger and remove if present. Baking soda or calamine helps relieve stinging. For mosquito bites, calamine helps.
Sprains, Bruises, Bumps & Swellings	- Ice immediately for 1 hour - bandage as may be appropriate and limit activity.

Other Special Situations:

Snake Bite	- (No stimulants, restrict movement) Lower the bitten part of the body, apply superficial constriction band between bite and heart, transport to nearest facility with anti-venom.

Reproductions of the Medicine Log and Medication List that will be used at the Outdoor School are on the next page.

ENVIRONMENTAL MASTER MEDICATIONS LIST

INCLUSIVE DATES
Circle Times Required, Blacken Circle When Medication Given

STUDENT'S NAME	MEDICATION (DOSE)	FOR WHAT CONDITION?	L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L
			L	D	N	B	L	D	N	B	L	D	N	B	L	D	N	B	L

ENVIRONMENTAL EDUCATION MEDICAL LOG (OFFICE ___ LODGE ___) INCLUSIVE DATES _____ Page ___
Check One

Student Name	Date/Time	Cabin	Complaint	Treatment	First Aider

BEST COPY AVAILABLE

INTERIM OPERATIONAL EMERGENCY PROCEDURES

1. Disciplinary Removal: The principal, or designated alternate, will be notified of any disciplinary case that involves removal of a child from camp. He or she will notify the parent(s) or guardian unless otherwise agreed to. They may be asked to provide appropriate means of transportation back to school or to the home.

2. Violent Student: In case of a violent child, the sheriff will be notified immediately and assistance requested. The principal will also be notified. He or she will contact the parent(s) or guardian unless other arrangements are made.

3. Missing or Runaway Children must be located within 30 minutes or the appropriate search and/or law enforcement agency(ies) will be called in. The principal will be notified at or before that time and will be asked to contact the parents.

DISASTER EMERGENCY PROCEDURES

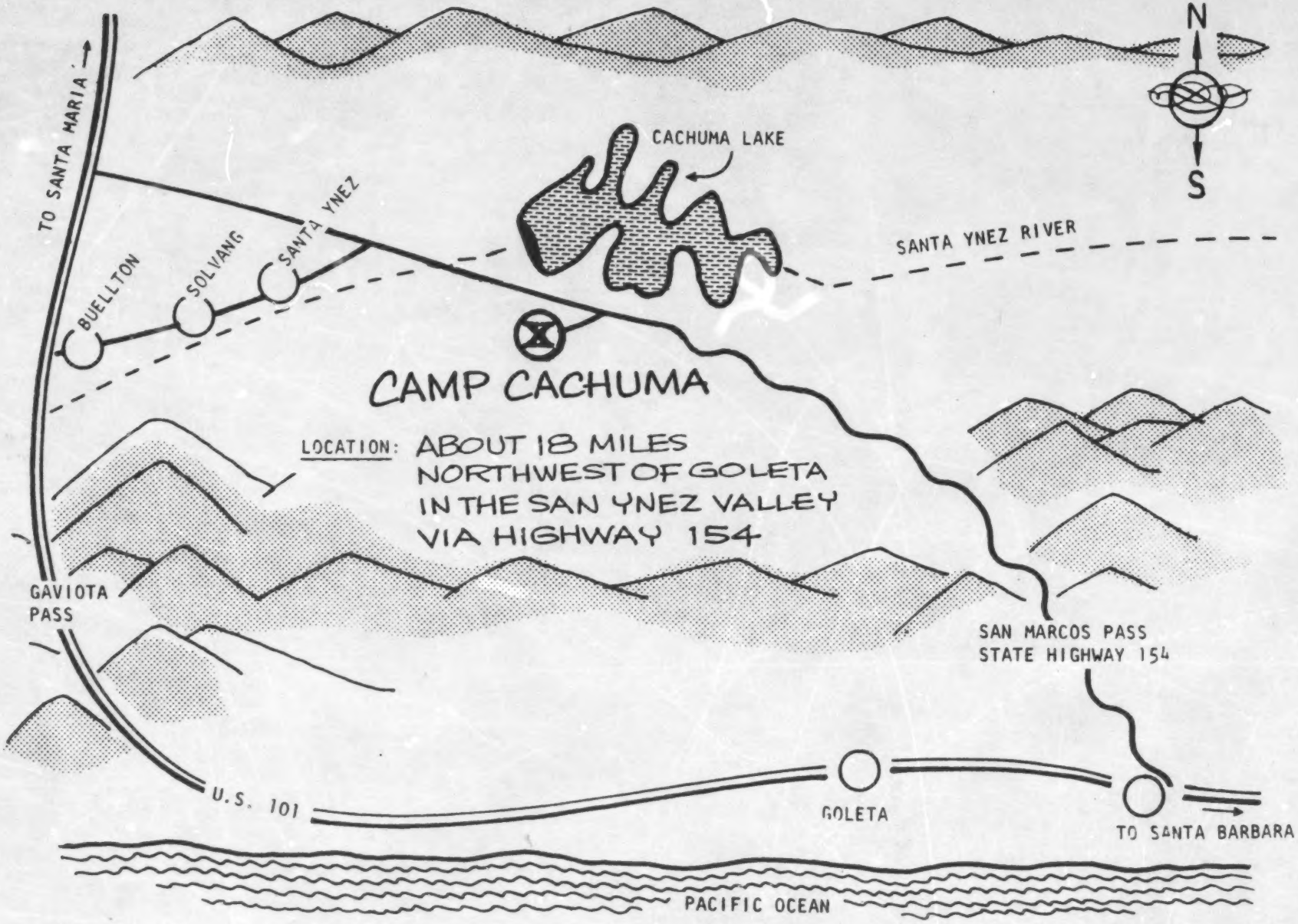
FIRE: The fire alarm system will be a continuous blast of the siren in the Dining Hall, with word being carried to the Boy's Village by a runner from the Lodge or staff quarters. Fire evacuation procedure depends upon the location of the fire and upon the location of personnel. If possible, all students/staff/teachers should immediately report to the field adjacent to the swimming pool for further directions and the accounting of all people. If situations make that procedure unworkable, each village will be evacuated by the best available route and accounted for by its Village Supervisor. One of two off-site areas (as may be appropriate) will be sought: the large meadow at Rancho Allegre and/or the parking area outside the gate of Cachuma Lake.

FLASH FLOOD: Although the flash flooding potential at our site is of minimal probability, the flood warning will be relayed by an intermittent blast of the Dining Hall siren with 30 seconds on and 10 seconds silence between, repeated for a period of 5 minutes. Upon hearing the signal, students should report to their cabin in the village area, and remain in the village area until they are

Disaster Emergency Procedures (continued)

notified by the Principal/Teacher or a classroom teacher that they may leave. If evacuation is necessary, it will be via the road at the top of the ridge that passes beside the Principal/Teacher's trailer. Upon hearing the signal, all staff should immediately evacuate the Lodge; both should seek high ground in the villages.

EARTHQUAKE: The tremor is its own warning. In the Dining Hall everyone should get under tables and away from windows for the duration. If an earthquake occurs while students are in their cabins, they should remain inside and all sit on the bottom bunks, quietly. If an earthquake occurs while people are outdoors, they should move to an open area away from overhead limbs and power lines.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S
TO SANTA MARIA
CACHUMA LAKE
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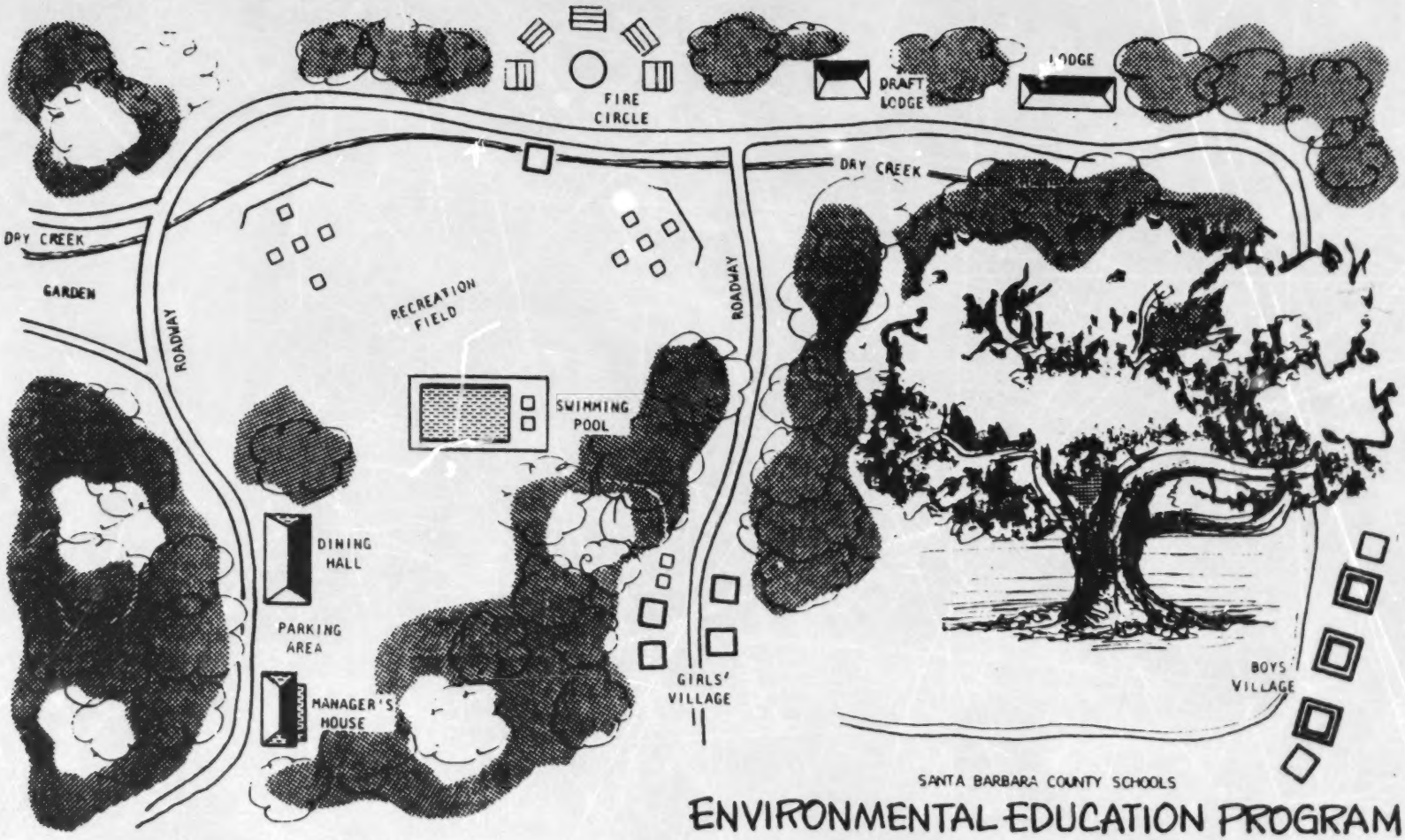
LOCATION: ABOUT 18 MILES NORTHWEST OF GOLETA IN THE SAN YNEZ VALLEY VIA HIGHWAY 154
GAVIOTA PASS
SAN MARCOS PASS
STATE HIGHWAY 154
U.S. 101
GOLETA
TO SANTA BARBARA
PACIFIC OCEAN



SANTA BARBARA COUNTY SCHOOLS

ENVIRONMENTAL EDUCATION PROGRAM

"...education in, about, and for the outdoors."

ENVIRONMENTAL EDUCATION

CHECK-LIST OF PRINCIPAL'S (AND/OR DISTRICT COORDINATOR'S) RESPONSIBILITIES

1. ☐ SCHEDULE OUTDOOR SCHOOL DATES (Spring of prior year - attend scheduling meeting)

2. ☐ Return CONTRACT with Santa Barbara County Schools Office (by August 1, verbally confirm intent to participate or withdraw)

3. ☐ ATTEND, or appoint someone to attend, ADVISORY COMMITTEE MEETINGS

4. ☐ PLAN WITH TEACHERS (also District Coordinator, Advisory Council, others)

   4.1 DISTRIBUTE:

   - ☐ The teacher's packet (Handbooks for Teachers, Students, Cabin Leaders, Letters to Parents)
   - ☐ Special curricular materials for pre-or post-camp use

   4.2 DISCUSS:

   - ☐ Value of Program - Educational/Curricular opportunities: (science, mathematics, social studies, language arts implications; personal/social development)
   - ☐ Classes/Teachers to attend/dates of attendance
   - ☐ Student orientation meetings (What to bring, forms to be returned, labeling gear, etc.)
   - ☐ Teaching and supervising responsibilities: i.e., Special (elective) Activities, Recreational/Social/Discipline/Health Supervision, Class Meeting(s), voluntary program enrichment (Teacher's Handbook)
   - ☐ Parent preparation and their participation in planning, fund-raising, etc.
   - ☐ Costs, fund-raising, collection of fees, etc.; including teacher costs, transportation, if necessary
   - ☐ Special and Emergency Procedures (including preparation for individuals with exceptional needs: Teachers Handbook)
   - ☐ Arrangements for students not attending Outdoor School
   - ☐ Anticipated problems (teacher/parent/student)
   - ☐ The requirement that there must be a teacher in attendance from each school at all times

   4.3 ☐ Designate a lead-teacher and allocate responsibilities as appropriate

4.4 ☐ (RECOMMENDED) Time-line all necessary actions (meeting dates, announcements, notifications, distributions, deadline dates, etc.)

5. ☐ Arrange PARENT MEETING(S). Contact Outdoor School Director (966-1872) for sound filmstrip or staff presentation

6. Arrange for CABIN LEADERS

   ☐ Coordinate with the other schools coming the same week (who will get cabin leaders, how many, where?) See Teacher's Handbook for number needed

   ☐ Contact High School Cabin Leader coordinator: describe needs, send materials well in advance of Outdoor School date

   ☐ Arrange for Cabin Leader training session(s), meeting(s), with teachers and/or classes, etc.

   ☐ Verify all arrangements with the High School(s) Monday and Friday of week prior to going to Outdoor School. Check on arrangements for Cabin Leader transportation to and from camp

7. ☐ SCHEDULE BUS or other transportation to and from Outdoor School

8. ☐ Contact Outdoor School Principal regarding INDIVIDUALS WITH EXCEPTIONAL NEEDS (mainstreamed special students) four weeks before scheduled camp dates

9. ☐ Contact Outdoor School Principal if number of students varies from number originally scheduled

10. Provide Outdoor School Principal with:

   ☐ Principal's EMERGENCY PHONE NUMBER(S) and out-of-town numbers as necessary

   ☐ Alternate's name and phone number, in case you cannot be reached (See "Emergency Procedures")

11. VERIFY that all these forms will be delivered to the Outdoor School Principal-Teacher when students arrive at the site

   ☐ HEALTH FORMS (Including MEDICATION portion for those receiving medication for each student attending. (See pages 16-17, Teacher's Handbook)

   ☐ CABIN LEADER HEALTH AND PERMISSION FORMS

   ☐ CLASS LISTS/CLASS HEALTH SUMMARY

   ☐ ELIGIBILITY FORMS for students on free and reduced-rate lunches

12. ARRANGE DELIVERY of:

   ☐ Sports equipment and Special Activities Materials (i.e., craft supplies, science equipment)

SANTA BARBARA COUNTY SCHOOLS

Office of the Superintendent

4400 Cathedral Oaks Rd. (P.O. Box 6307), Santa Barbara, Calif. 93111 / (805) 964-4711

September, 1981

Environmental Education Program Bulletin

TO: Sixth Grade Teachers

FROM: Bruce Brownell, Principal/Teacher, Outdoor School

This brief supplement may help your preparation for the Outdoor School. The plants can all be found on the Outdoor School site. If you choose, you can reproduce these pages and have your students color them before they come or do it while here. They can make a handy and attractive personal notebook.

The bird supplement leaves room for student drawings that may more specifically identify a species; for example, the V shaped silhouette of the Turkey Vulture in flight.

Your school, County Schools Office, public or personal library will have simple reference books to help the coloring and identification.

Some good references are:

Peterson, P. Victor Native Trees of California. Berkeley, Calif: Univ. Calif. Press, 1966

Munz, Philip A. California Spring Wildflowers. Berkeley, California: Univ. Calif. Press, 1961

Muller, Katherine K. Wildflowers of the Santa Barbara Region. Santa Barbara, Calif: Santa Barbara Botanic Garden, 1958

The Audubon or Peterson's *Field Guides to Birds*.

JUN 1982
RECEIVED
ERIC/CRESS

Bird: Size

Sparrow_____
Robin _____
Crow _____
Chicken_____
Larger _____

Main Color:

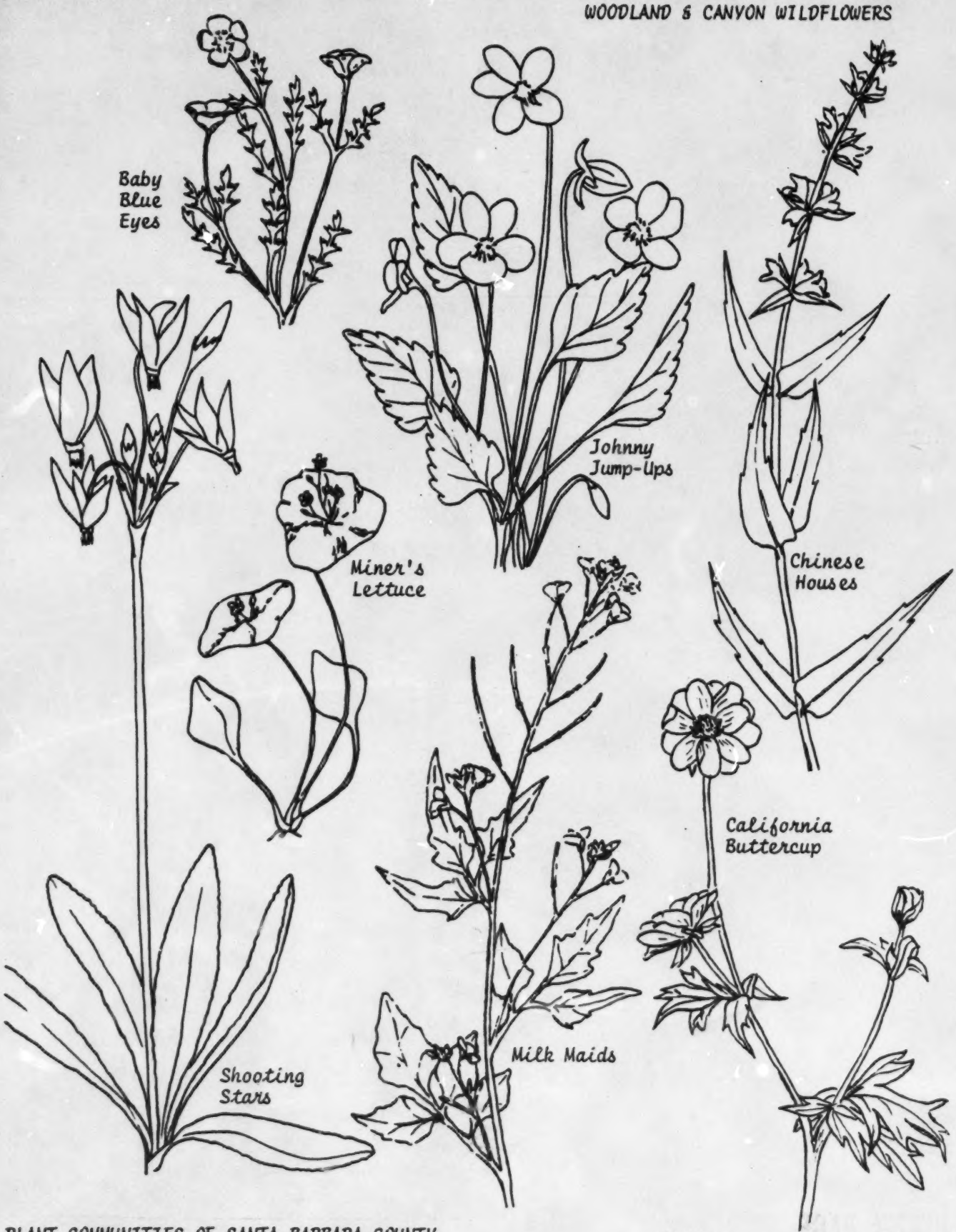
Brown_____
Black_____
White_____
Grey _____
Other_____

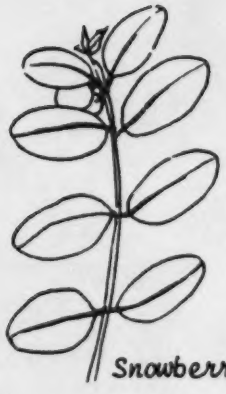
Behavior: _____

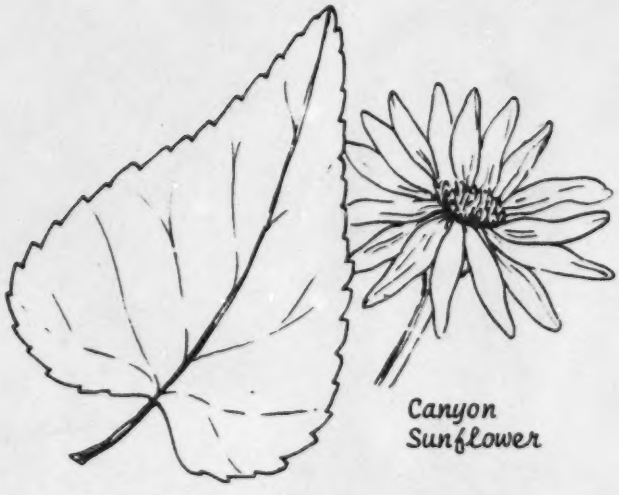
Special Features: _____

Alter diagram to look like bird being observed.

Name of Bird: _____

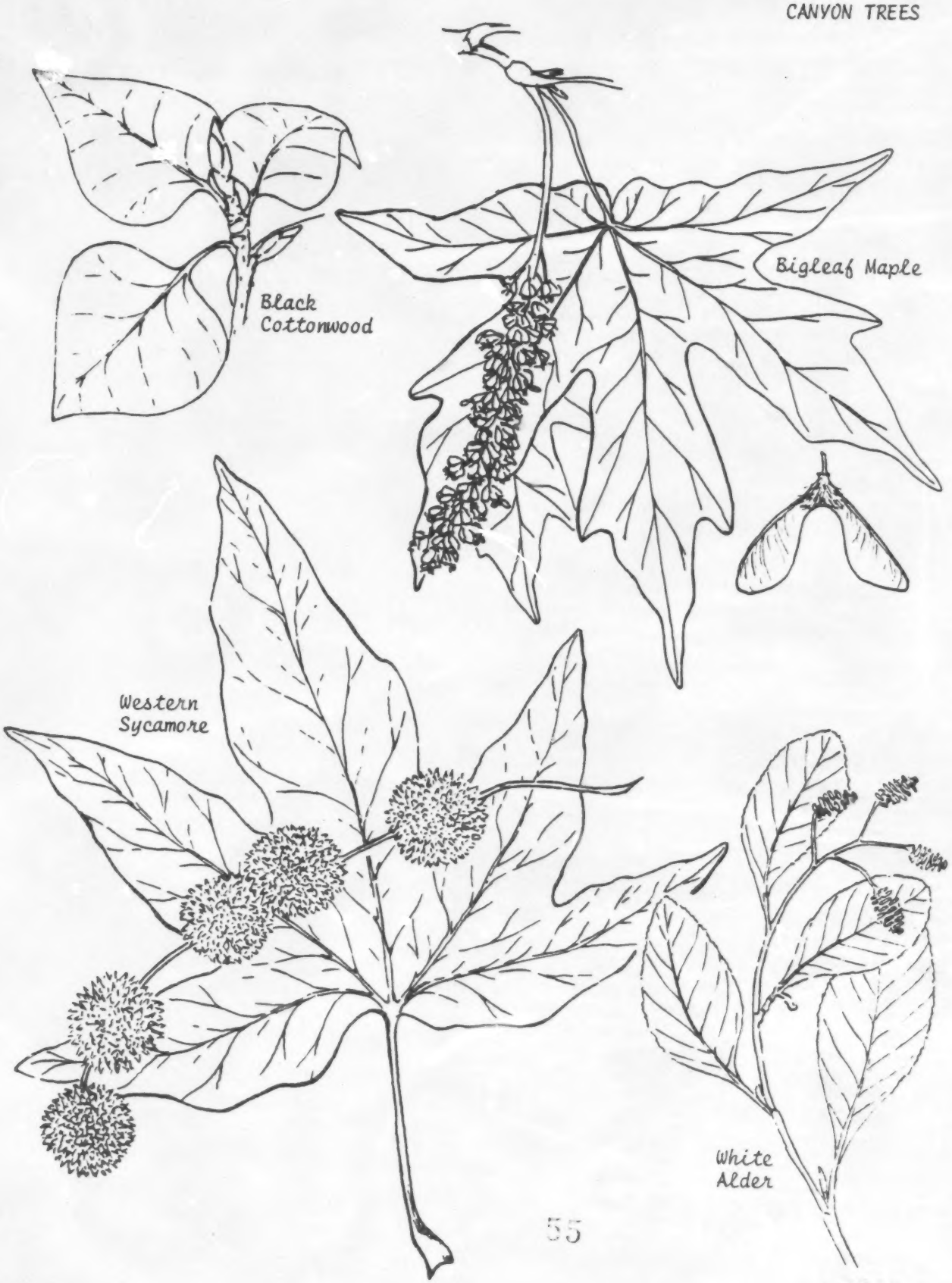

Baby Blue Eyes
Johnny Jump-Ups
Chinese Houses
Miner's Lettuce
California Buttercup
Shooting Stars
Milk Maids





PLANT COMMUNITIES OF SANTA BARBARA COUNTY
Santa Barbara Botanic Garden/Santa
Barbara County Schools Office

CANYON TREES



PLANT COMMUNITIES OF SANTA BARBARA COUNTY
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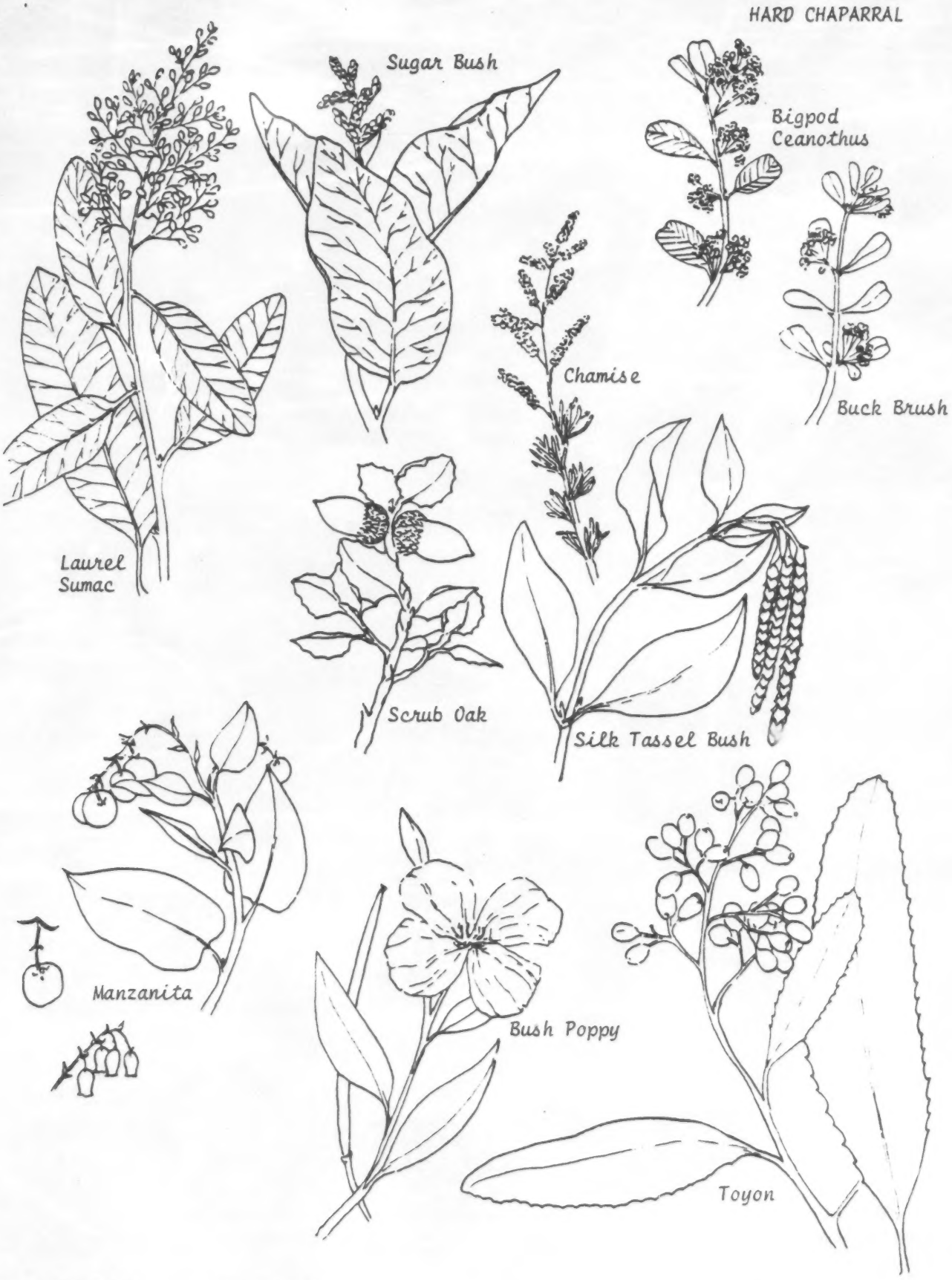
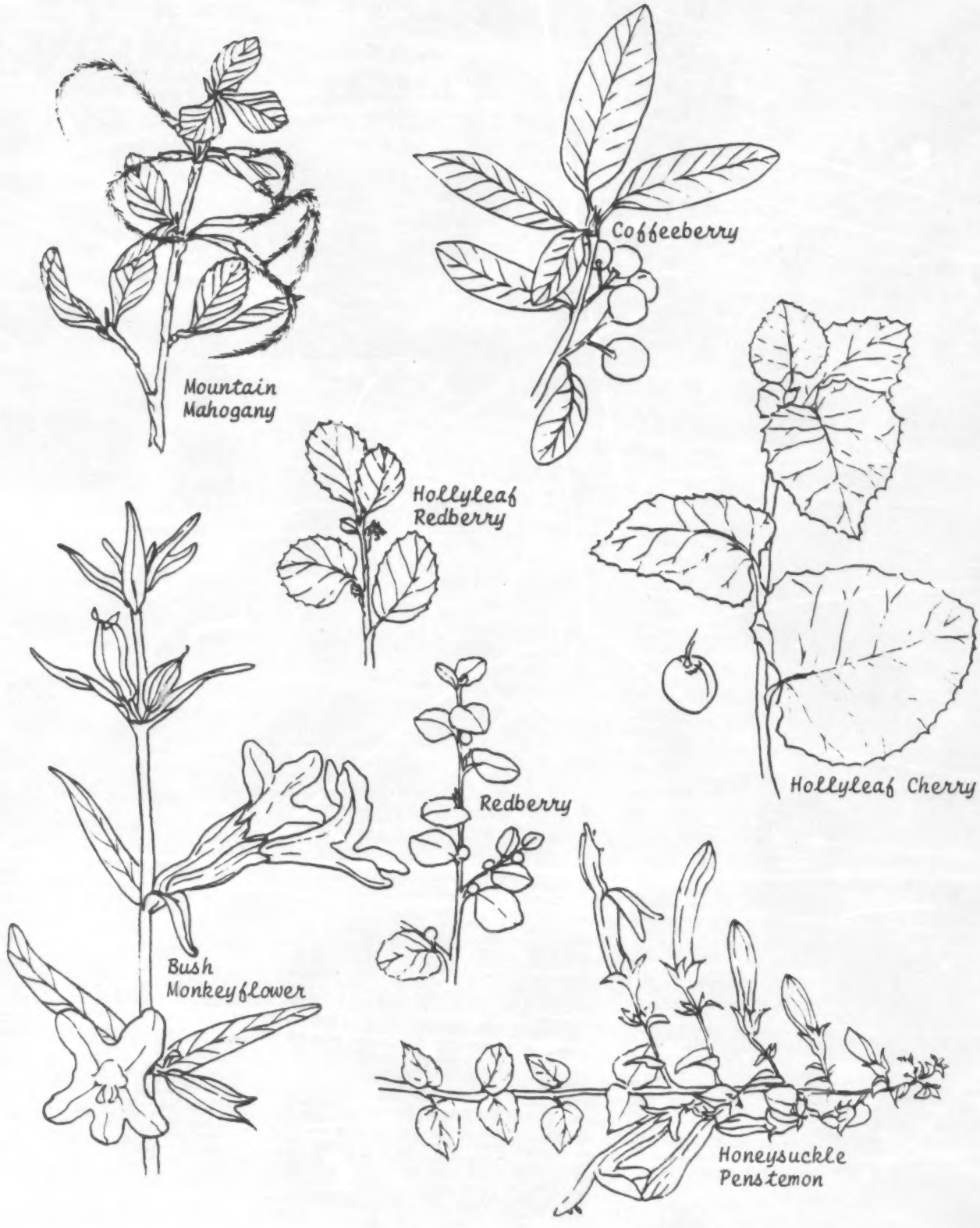
Barbara County Schools Office


Sugar Bush
Bigpod Ceanothus
Chamise
Buck Brush
Laurel Sumac
Scrub Oak
Silk Tassel Bush
Manzanita
Bush Poppy
Toyon


Mountain Mahogany
Coffeeberry
Hollyleaf Redberry
Hollyleaf Cherry
Redberry
Bush Monkeyflower
Honeysuckle Penstemon